Abstracts

Workshops
Friday 5 January, 11:50 to 12:50

1 Name: Michael Routledge
   Email: medmnr@leeds.ac.uk
   Faculty / Service: Faculty of Medicine & Health
   Co-authors(s): Discovery Theme Leaders

   Title: Discovering Discovery

   Description: Are you interested in Discovery but unsure how to become involved, attract Discovery students or even develop a new Discovery module? Are you not even sure about what Discovery is? The goal of this interactive workshop is to engage delegates with the broadening strand of the Leeds curriculum as represented by the Discovery Themes, with the aim of:
   i) encouraging buy-in to the broadening ethos
   ii) inspiring discovery module development
   iii) learning from delegates perceptions and experiences

   The inclusion of Discovery space on student timetables means that students can have a richer learning experience and greater opportunity to develop transferable skills outside their home programme, either by broadening knowledge horizons or gaining skills to enhance employability in a particular area. However, some students are still discouraged from taking modules outside their topic area for a variety of reasons. The workshop will promote the idea that Discovery should be embedded into the culture of all parts of the University.

   This workshop links into the interdisciplinary programme design sub-theme of the SEC when considering student-led programme design, as when applied within the spirit of Broadening, the student is responsible for choosing the discovery module content of their individualised programme.

   Feedback / evaluation: The workshop will gather feedback on the perceptions of staff about discovery modules, and Broadening in general, which will help Discovery Theme Leaders to understand issues affecting different disciplines.

   Transferability: The workshop focuses on Discovery, which is of relevance across campus.

   Interactivity: In this workshop discovery module leaders from within the Discovery Theme Leads will provide brief examples of discovery module best practice, with the Discovery student ambassadors providing a student perspective on Discovery (captured in short video if the student ambassadors are not available in person). DTLs will facilitate small-group discussion addressing questions about staff perceptions of Discovery, understanding of how discovery modules benefit students and barriers to promoting Broadening to students. Finally, there will be opportunity for questions or further comment from delegates. During the discussion groups some written feedback will be collected.

2 The Assessment Symposium, presented by:
**Name:** Stephanie McBurney  
**Email:** s.j.mcburney@leeds.ac.uk  
**Faculty / Service:** Faculty of Biological Sciences  
**Co-authors(s):** Dr Sue Whittle  
**Title:** “Don’t let markers put a cross unless they’re going to explain why!” – undergraduate attitudes to assessment and feedback.  
**Description:** Many in the higher education sector are calling for a change in approach to assessment and feedback, with a shift from predominantly traditional methods to a more varied approach, including more learner-centred assessment and the provision of effective, streamlined assessment which engages students and meets their learning needs. Student opinion is, in part, driving this change as feedback has been identified as a source of dissatisfaction.  
In this session we will present work to inform and underpin evidence-based change to assessment and feedback, undertaken from the student perspective. We will present qualitative and quantitative data on students’ understanding and expectations of the role assessment and feedback contributes to learning. We will discuss the perceived impact on student learning if there were a change to less summative assessment; how students value different types of feedback and their perception and understanding of ‘fairness’ in relation to assessment.  
**Feedback / evaluation:** Outcomes and recommendations from the study have been presented to staff, via School meetings and are informing discussions relating to on-going changes in assessment practice. Consequently, some ‘straightforward gains’ have been achieved in how we deliver assessment and feedback with further mid- to long-term changes in plan. Student responses have also underpinned the development of topics for a series of focus groups with students, through which we are investigating the findings in more depth, in the second part of the project.  
**Transferability:** Our study provides a methodological approach by which student experiences can be explored. Our findings stimulate discussions around student expectations, their engagement with and the perceived value of, different types and approaches to assessment and feedback. This is central to effective delivery of higher education programmes and therefore of use to disciplines and services across the HE sector.

**Name:** Kelvin Tapley  
**Email:** k.tapley@leeds.ac.uk  
**Faculty / Service:** Faculty of Maths and Physical Sciences / LITE  
**Co-authors(s):** LUU and / or one or more students / student interns  
**Title:** Maximising and Exploiting Assessment Criteria Through Inclusive Co-construction – “We need to talk about a shared understanding of assessment criteria”  
**Description:** Attendees will focus on the role ‘assessment criteria’ have on student learning and student development.  
Key discussion points:
- Are our assessment criteria fit for purpose?
- Do we clearly articulate our criteria so that there is a shared understanding (all staff and all students) of the expectations / requirements?
- Do we clearly articulate our criteria so that there is a shared understanding and appropriate 'benchmarking' at the different levels of study, and also how students achieve (or markers award) different grades / marks?
- What are the benefits and also the risks of staff and students co-constructing assessment criteria?
- How best to deal with the potential conflict between educating (plus training and developing) students and assessing students – in particular thinking about 'assessment for learning' and 'assessment of learning'.

**Feedback / evaluation:** There has been a lot of interest from around the University, including the Students Union (LUU) who enthusiastically are engaged with this work.

**Transferability:** This project is absolutely about being suitable for all – co-construction and shared understanding being key dimensions of the work!

3 Name: Bee Bond  
Email: b.bond@leeds.ac.uk  
Faculty / Service: Language Centre / LITE  
**Title:** International students and a language-connected curriculum  
**Description:** As the number of international students studying in the UK increases, there is a concomitant increase in the need to consider the barriers to learning faced by this cohort of students. Whilst language proficiency (or deficiency) is one frequently cited barrier, I argue that this is too broad a generalisation. Language does play a vital role in student attainment, but our understanding of language and the role it plays in shaping discipline specific knowledge and understanding needs to be clarified. Understandings and support around this now need to be more nuanced and problematized, and become embedded within the curriculum rather than viewed as bolt-on / extracurricular activities.

Drawing on findings from my one-year LITE-funded project, this workshop encourages participants to consider the discipline-specific and contextual language used in their teaching and assessment practices. Participants will consider the language and tacit knowledge that is key to understanding their own discipline, and discuss practical pedagogical, developmental and curricular solutions to the questions that arise from teaching within an international and inter-cultural context.

**Feedback / evaluation:** This workshop is based on a project funded and supported by LITE. Feedback so far has been positive and has already led to connections with OD&PL; Inclusive Learning and Teaching groups and requests for workshops within schools on how better to support and include international students. It is also hoped that the Language Centre teaching of students on-course will be developed as a result of this project, impacting the language and academic literacy development of students across campus.

**Transferability:** The focus of this workshop is not only transferable, but clearly applicable, to anybody working with an international cohort of students. Key outcomes are how to:
- better support international PGT students, allowing student needs to be met earlier on (of particular importance for PGT students with a short conversion time who are also often working in new disciplinary areas);
- better understand and address students’ questions around the language and communication of disciplinary thought; and
- work towards making tacit knowledge more explicit; leading to improved handbooks; better communication around feedback and criteria around the expected conventions; learning and teaching becoming more inclusive.

**Interactivity:**
- Brief introduction to my project aims and outcomes
- Participant discussion of own questions around teaching international students relating to data from project findings
- Introduce recommendation (1) from my project (co-constructed curriculum)
Participant discussion of how these recommendations could be addressed in their own context  
- Introduce recommendation (2) from project (areas for staff development)  
- Participants relate to their own practice – do they have similar needs? How could they be met?  
- Q&A / suggestions for next steps for participants and my project

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Name: Angela Newton
Email: a.j.newton@leeds.ac.uk
Faculty / Service: Library
Co-authors(s): Emily Wheeler (Library); and Michelle Schneider (Library)

Title: Webinars for Learning – what works for students?

Description: Technology plays a central part in students’ lives and most say they learn best in a blended-learning environment (Dahlstrom at al., 2015, p.4). However, many students prefer to engage in interactive learning activities face to face rather than online (Dahlstrom et al., 2015, p.33), which presents us with a challenge. We want to be able to offer varied and flexible learning opportunities to all our students but not diminish their learning experience.

This workshop offers the opportunity to work in groups to design your own webinar, and share ideas and best practice in delivering student webinars. The aim of this workshop is to encourage participants to run webinars for students in their own disciplines.

Skills@Library have been delivering webinars for taught students for five years. Their webinar series covers a broad range of academic skills and study strategies, including critical thinking, speed reading and digital literacy. They have worked closely with OD&PL to adopt Collaborate Ultra to deliver webinars and to capitalise on the unique webinar environment to encourage student interaction and collaboration.


Feedback / evaluation: The workshop will explain how Skills@Library webinars have been formally and informally evaluated, their impact on students, and will discuss the opportunities for collaboration with both students and colleagues. We will share students' honest feedback, gathered through questionnaires and focus groups, of their experience of learning via a webinar rather than a face-to-face workshop and their reasons for attending an online class where face-to-face alternatives were available. Enthusiastic student feedback has enabled Skills@Library to reach out to off-campus learners and expand webinar provision into one-to-one consultations, providing a more flexible service that better meets their needs.

Transferability: Collaborate Ultra has multiple potential uses across student education, and participants will be encouraged to share and reflect on their experience of online learning and student support. Participants will discover how they can facilitate webinars and meetings using Collaborate Ultra, and what support is available. Through groupwork, participants will explore how to build collaboration and interaction into webinar learning experiences and consider how they could incorporate Collaborate Ultra into their existing practice.

Interactivity:
- Ice breaker: participants share ideas about what makes an online learning experience effective. This will be followed by a brief overview of the Skills@Library approach to webinars, and student feedback on the learning experience (15mins)
- Tips for designing interactive activities and an example recording of part of a webinar (10mins)
- Activity: participants, working in groups, will design a webinar or a part of webinar on a particular topic. This will be a paper-based exercise, and we will provide all materials (25mins, includes feedback and discussion time)
- Next steps and questions about getting into webinars (10mins)
Title: What constitutes a final-year undergraduate research project at a research-intensive university?

Description: The Leeds Curriculum requires “all students to undertake an autonomous piece of research work, known as a final year project, as the culmination of their programme”. At a research-intensive university such as Leeds, should it be a student-designed and led programme of research, undertaken in an area of interest to themselves, where they apply knowledge and skills gained in earlier years, working collaboratively with academics, their peers and/or other partners, to co-create new knowledge and understanding; a ‘Capstone’ experience? Should the format mirror traditional research practices within individual disciplines or are non-traditional formats equally acceptable? Should projects also provide work experience, develop employability skills, and inform career choices? We will briefly present data from nine schools at Leeds and 16 other UK Bioscience Schools on student and staff expectations for final year projects, and student post-project reflections on their experiences, skills gained, and impact on career choices. The majority of the workshop will be spent debating all of the aforementioned questions. Participants will leave having reflected on, and discussed with colleagues from other disciplines, what we are trying to achieve educationally through final year research projects, their current school/faculty practices, and whether there is a need to consider change.

Feedback / evaluation: We have surveyed students (Levels 5 & 6) and staff from nine Leeds schools & 16 non-Leeds Bioscience Schools. Engagement has been excellent, with high survey completion rates; data that will inform the workshop discussions. A Laidlaw Scholar and three interns were recruited to collaborate on the project. They, alongside students who have completed projects, will participate in the workshops. Analysis of completed surveys has identified both common themes across disciplines and discipline-specific issues – all food for thought going forward for programme teams. This work has also generated substantial national interest, we’ve already been invited to present our findings at four other HEIs/conferences and the Royal Society of Biology wishes to collaborate/use our data to inform the re-writing of its degree accreditation criteria.

Transferability: All programmes have to provide final year projects. For some the practice is new, others have historically always offered projects. The format of projects, what is required of students, and learning outcomes differ considerably between disciplines. Colleagues will learn what is offered in other disciplines, be able to adopt or modify, what for them, maybe new formats of projects to suit their own needs, including establishing interdisciplinary projects with other Schools/Faculties. They will learn how colleagues embed work experience, skills development and career choice into projects. Transferability is not restricted to Leeds, these outputs are relevant across HE nationally and internationally.

Interactivity: We will briefly summarise our main findings from student and staff surveys (7 mins), split delegates into small groups, each including a student and led by a facilitator, followed by bringing back groups together in a plenary to discuss each of the following three questions in turn: What should an FYP at a research-intensive university entail?; Should we provide non-traditional formats of project?; What are the challenges and solutions to FYP provision? (7 mins SG and 7 mins plenary – x3 = 42 mins). The workshop will end with a summary discussion session (7 min). Overall length 56mins, with 4 mins contingency.
As educators, we live in challenging times. In order to help students navigate the uncertainty and complexity of the modern predicament, new pedagogical approaches are required; ones that allow for shades of grey and the reimagining of knowledge and ways of being in the world. As Braidotti (2013) suggests: “The pursuit of collective projects aimed at the affirmation of hope, rooted in the ordinary micro-practices of everyday life, is a strategy to set up, sustain and map out sustainable transformations.” One such pedagogical approach is Community Philosophy (CP); an enquiry-based learning technique that co-produces lesson content whilst encouraging critical thinking and action. Students are presented with a stimulus and then encouraged to create their own questions, voting on them together using an ‘omnivote’ system, thus flipping the traditional model of tutor-student knowledge transmission. This workshop will introduce the CP tools and techniques, using case study examples which explore how the method has been used to transform educational practice in Further, Higher, Adult and Community education in England.

Feedback / evaluation: CP most commonly manifests in education as ‘Philosophy for Children’ (P4C). In 2016, a group of educators delivering teacher education in lifelong learning (via the University of Huddersfield) explored how the processes might be translated for adult students. We used philosophical enquiry with groups of trainee teachers to investigate issues such as Prevent and Fundamental British Values; teacher identity; ethics and professionalism and the purpose of education. After learning the techniques, many students went on to use CP in their own teaching settings. The five-stage process of using a stimulus, getting students to create and vote on their own questions, identifying and exploring concepts, reflecting on the process and then drawing up action plans has been very effective across a number of diverse (and perhaps surprising) subject areas. Feedback comments from students involved in the pilot projects included:

- “I now know how important it is in teaching to allow spaces for disagreement, exploration and uncertainty.”
- “I have realised how much I need to learn to really listen.”
- “This process makes me stop and think.”
- “The process [of philosophical enquiry] brought the whole class together.”

I plan to involve students in the delivery of the workshop, so that they can share their experiences of this collaborative and democratic approach.

Transferability: The process of philosophy, in the context of our pedagogy, is ‘just thinking’. Students coming through current educational systems are often ‘spoon-fed’ information and expect similar transactional, technocratic methods of teaching when they reach university. CP makes critical thinking exciting, meaningful and accessible; the process can also be ‘scaffolded’ so that students do not feel out of their depth. Experience has shown that CP can be used in any discipline, as an enquiry-based technique that encourages students to own their learning. The collaborative approach requires students to work together effectively, without reliance on the tutor as the holder of knowledge.

Interactivity:
- Introductions and opening question round – what does the word ‘philosophy’ mean to you?
- Short background to CP and the process of philosophical enquiry, with examples. A student will share their own experience of involvement in this method of learning.
- Participants undertake their own philosophical enquiry using a stimulus provided by the facilitator (main part of the session).
- Participants reflect on the process and identify ways in which they could use CP in their own teaching practice.
Participants will be provided with guidance notes so that they can go on to use the processes; an online forum will be created so that they can share their experiences with others.

Name: Alison Voice
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Faculty / Service: Faculty of Maths and Physical Sciences

**Title:** Working with students to research their group-learning interactions

**Description:** When undertaking group work, should staff assign students to groups? Should students be free to choose their own working partners? Does it matter? What do students think? How do we maximise learning for all? What are the factors to consider?

This session will address all these issues, describing research undertaken in collaboration with a whole cohort of first-year students, to investigate student interactions in group situations. This presentation thus addresses student co-creation of learning activities. Involving students in research about their own learning environment generated a high level of participation in the project and allowed students to reflect on their own learning experiences: a win-win situation.

A summary of the methodology will be given to put the work in context and allow delegates to see how they could undertake this approach in their own teaching. Data, results and conclusions will be presented to provide greater understanding of student group interactions and provide suggestions of ways to enhance the learning experience of all students in group situations.

**Feedback / evaluation:** Since this research was about learning interactions, students were keen to know the results and act on them. This project has thus provided rapid feedback allowing staff to design more effective group activities, and students to have a greater understanding of their learning and adapt their behaviour accordingly.

**Transferability:** Whilst this research was undertaken with physics students, the results are widely applicable and the methodology easily adapted to all disciplines. The conclusions focus on student interactions and behaviour and on how staff can enhance the learning experience of all students.

**Interactivity:** I will run a mini version of the group activity I undertook with my students to help them investigate and reflect on their learning interactions. This would involve a set of short activities in groups and a quick survey. This would help participants see how easily they could conduct a similar investigation with their own students. I would then present the findings obtained from my research project. It would be interesting to see whether staff groups generate the same conclusions as student groups.

Name: Jen Dyer
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Faculty / Service: Faculty of Environment

Co-authors(s): Claire Bastin (Sustainability Service); Yvonne Moogan (Leeds University Business School)

**Title:** Co-producing the Community Engagement Project module
**Description:** The University of Leeds has a continuing commitment to be a positive partner in society and create mutually beneficial relationships with the wider Leeds community. As part of this commitment, we have developed the innovative *Community Engagement Project* module to complement the *Creating Sustainable Futures Discovery Theme*. The module involves students working closely with a third-sector host organisation to scope, prepare for, deliver and evaluate a practical project. The module was co-produced with students and host organisations and co-taught and assessed with external organisations using creative assessment methods, reflective blogs, a presentation to host organisations and a project report. The module has been evaluated through interviews with students and host organisations and findings from these have further informed the development of the module in the second year. Students stated that participation in the module had had a huge positive personal impact on them through, for example, gaining communication and time management skills, increased confidence and independent working. This workshop therefore speaks to the main theme of ‘Co-creation of Education’, and in particular aligns with the themes of ‘Collaborative provision and curriculum design’, ‘Student support and opportunity’ and ‘Employer engagement and alumni partnerships’.

**Feedback / evaluation:** Students and hosts from the first year of the module were interviewed and reported very positive experiences and a fantastic range of projects delivered. Learning opportunities included meeting host organisations earlier in the module and increasing the length of an externally-delivered workshop introducing the third sector in Leeds. These have been incorporated into the planning of the second year. The module was one of two awarded the prize of Discovery Module of the Year by the Leeds Curriculum Broadening Group. Previous and current students and host organisations will co-present the workshop to explore these with participants.

**Transferability:** The *Community Engagement Project* module could be relevant to any discipline given the range of host organisations available for student placements and the reported broad range of skills developed. This is reflected in the module being solely Discovery and not attached to any particular programme. However, it would be very interesting to reflect on challenges and opportunities for the transferability of the module with other academics, technical and professional staff, and students to inform the future development of this module and other similar modules.

**Interactivity:** This workshop aims to first introduce the ‘story so far’ of the *Community Engagement Project* module with particular emphasis on elements of co-production and co-teaching with students and with external organisations. Participants will then have the opportunity to speak with current and previous module students, current and previous host organisations and module staff about experiences, challenges and benefits. Finally, we will come back together as a group to feedback on discussions, as well as to spend time reflecting on transferability of this module to different students and disciplines, and how different groups within and outside the University can be involved.

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**Name:** Sitara Akram  
**Email:** s.akram@leeds.ac.uk  
**Faculty / Service:** Lifelong Learning  
**Co-authors(s):** M.J. Morgan, Rachel Walls and Paul Devlin from the Lifelong Learning Centre  
**Title:** Students as experts  
**Description:** Colleagues and students from the Lifelong Learning Centre (LLC) will offer a 60-minute workshop focusing on the themes of Student co-creation (sub-themes: Support and wellbeing, University identity) and Student support and opportunity (sub-theme: Co-delivery and co-responsibility). We will highlight co-created and / or co-delivered projects and initiatives we have developed on the basis of conversations with students about their perspective and experience of higher education e.g., students leading on the delivery of
course taster sessions, development of blended-learning provision, strategic use of
internships to boost students' career prospects and using the student voice to shape staff
training. The workshop will focus on the undergraduate student lifecycle, however colleagues
working with postgraduate students are welcome to attend.

Feedback / evaluation: LLC students will co-deliver the workshop and reflect on the
initiatives developed through partnership work between students and staff. Students will
provide feedback on initiatives situated at three points in the undergraduate lifecycle: pre-
entry (student-led taster days and aspiration-raising talks), on-course (induction and the
experience of higher education), and prior to graduation (personal and professional
development provision).

Transferability: The initiatives have resulted from a principle that underpins staff
relationships with students at the LLC: the student is the expert in the higher education
journey. This principle is transferable to other student cohorts and enables the development
of strategies and initiatives that value students’ perspective and expertise. Whilst the
examples will be LLC-specific, the diversity of the LLC student body provides rich scenarios
for discussion on other types of collaborative development. The workshop will create space
for colleagues to generate ideas about initiatives they can develop in conversation with
students in their own Faculty or School.

Interactivity: The workshop will be co-delivered by students and staff in keeping with the
Conference theme. LLC staff will briefly introduce the initiatives and situate these at three
points in the undergraduate cycle. A student will reflect on an initiative at each point. This will
be followed by interactive group work where participants will be encouraged to apply the idea
of 'students as experts' in their own settings. The workshop will conclude with all groups
sharing ideas for future initiatives and developing short action plans.

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Name: Thom Cooper

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Faculty / Service: Sustainability Service

Title: A Living Lab for sustainable education

Description: The University of Leeds Living Lab seeks to collaborate with students, staff and
partners to co-create innovative and transformational solutions to real world sustainability
challenges, using the University as a test-bed. It’s about people, processes and
infrastructure, and is interdisciplinary across social sciences and STEM subjects.
The Living Lab programme promotes and supports research and innovation driving
environmental and social improvements to the way we manage the University, trialling and
piloting the campus as a teaching space, and embedding sustainability into the curriculum
through engaged learning and co-creation of teaching resources. Our Living Lab is
pioneering this methodology as a way to drive real sustainable change at UK universities,
from estate management improvements to staff and student skills and experience. By
collaborating with students and academic and professional staff we are better able to co-
create research opportunities, module content and teaching resources. Projects to date have
included: PG-assessed research providing evidence and recommendations for operational
improvements; UG modules (within the Creating Sustainable Futures Discovery Theme)
including data collection for operational improvements in waste reduction and energy use;
and PhD and Postdoctoral projects piloting innovative solutions to food waste and mapping
campus air quality.

Feedback / evaluation: The Living Lab programme has received positive feedback with
case studies demonstrating how it has helped students and academics to pilot
interdisciplinary research. They can demonstrate how their research findings are being used
to drive sustainable improvements to the University. Students consistently provide positive
feedback on their opportunity to deliver a project on real-life case studies and we work to
ensure they are updated with operational changes that occur as a result of their findings. Externally we are recognised as a leader in developing the living lab methodology in the UK, convening the EAUC Community of Practice in this area.

**Transferability:** The Living Lab is open to all staff and students across the University to co-create sustainable change initiatives in research and education. The programme is in its infancy and we are seeking to expand our project base across all Schools and Services to increase its interdisciplinary and collaborative nature. Living Lab methodology is increasingly adopted across HE institutions and UoL is positioning itself as a leader in its development in the UK. A core principle of the Programme is sharing of learning and the transferability and scalability of all projects at a city, regional, national or international scale.

**Interactivity:** The workshop will begin with a brief introduction to the Living Lab from the Sustainability Service (10mins) followed by case study presentations on existing projects presented by co-creators – one teaching focussed (5mins) and one research focussed (5mins). Delegates will then be asked to identify and suggest innovative research, teaching and operational Living Lab opportunities across their disciplines. This will be done through a facilitated round table(s) discussion and mapping exercise (25mins). Delegates will be asked to follow up on these opportunities and to work with the Living Lab programme to bring them to life moving forwards.

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**Name:** Melissa Schuessler

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**Faculty / Service:** Leeds University Business School / LITE

**Co-authors(s):** Clair Souter, Careers Centre / LITE

**Title:** Continuing the Momentum – co-creating post-experiential learning opportunities for returned placement / study-abroad students

**Description:** In order to visibly and concretely recognise the value of experiential learning, we designed a challenging final-year module for returned placement / study-abroad students. Incorporating complex concepts of identity, cultural intelligence and transition, the module is underpinned with carefully constructed group and individual assignments which integrate academic rigour and personal reflection. This innovative teaching practice fully engages individuals with their own emerging story and helps students articulate coping strategies and tackle oncoming challenges. This final-year module allows returning placement and study-abroad students to recognise the value of experiential learning by continuing the momentum of their experience and applying this in academic, personal and professional contexts.

Our workshop will share approaches, tools and reflections based on the module content, student assignments and student focus group observations. We will examine how the module process has given us, as tutors, unique access to understanding students’ individual journeys and has improved how we support their management of post-experience transition. By working in partnership with students, we enable students to explore and develop their transforming identities and individual approaches to difficult transitions, self-awareness and coping strategies that they will be able to apply as they move through life.

**Feedback / evaluation:** CSER3030 *Valuing and Articulating your Experience* has grown significantly during the three years it has been running. Student numbers continue to increase, the project has been accepted as a LITE Teaching Enhancement Project and this initiative has been shared with sector through conference presentations. Year on year the module tutors have incorporated feedback from students and colleagues to improve the teaching methods, assessment and learning activities.

**Transferability:** Many schools / departments have their own modules to support a Year in Industry (xxxx8001) and Year Abroad (xxxx9001) with learning outcomes and assessment
methods appropriate for their discipline. This workshop seeks to empower schools / departments to continue further this important learning process through the development of a module the introduces key academic concepts and transitional support once returned placement and study abroad students, thus reflecting on and completing their Experiential Learning. The workshop will share approaches, tools and methodologies that can be incorporated by schools directly to further enhance their programmes.

**Interactivity:**
- Presentation: Introducing CSER3030 and LITE TEP (10mins)
- Activity: Ship of Theseus (student transformation and identity) (15mins)
- Presentation: Sharing of best practice (approaches, learning resources, etc) (15mins)
- Activity: How can this be applied in your school / department (10mins)
- Sharing of activity to learn from colleagues (5mins)
- Q&A (5mins)

**Name:** Jenny Brady  
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**Faculty / Service:** Disabled Students’ Assessment and Support  
**Co-authors(s):** Claire Flegg (DSAS); Harriet Cannon (DSAS); and Rebecca O'Loughlin (OD&PL)  
**Title:** Working collaboratively to meet the challenges of delivering change at Leeds  
**Description:** A year on from the launch of the University’s inclusive learning and teaching resource ([https://www.sdduonline.leeds.ac.uk/inclusiveteaching/](https://www.sdduonline.leeds.ac.uk/inclusiveteaching/)), just how much impact has it had? What can we do to move from the creation of resources to the embedding of the principles of inclusive practice into the fabric of Student Education at Leeds? Delivering and embedding change is always challenging; what are the motivations, mechanisms and methods needed to encourage change and embed new ways of working at Leeds? Student Education happens on a local level in lecture theatres, seminar rooms, student support offices and personal tutor meetings. This project group wants to expand on the collaborative working already undertaken to produce the guides to consider the barriers and potential solutions to influence inclusive student education at the grass roots level.

Through this interactive workshop, we will invite collaborative engagement with staff from across the institution to consider how we can effect a widespread culture change in inclusive learning and teaching. It will provide an opportunity for colleagues to interact with likeminded peers with an interest in inclusivity and consider how they can contribute to furthering this agenda in their own roles.

The Inclusive Learning and Teaching Development working group will also have an exhibition stand showcasing the project and the resources.

**Feedback / evaluation:** Feedback from colleagues is central to the success of this initiative, and colleagues who have engaged with and made use of the resources have been overwhelmingly positive about it. Members of the working group will be keen to talk to you about the variety of responses and approaches to furthering the inclusivity of Student Education at Leeds and will have a poster at the exhibition stand displaying the range of collaborations and promotional activities that have taken place over the past 12 months.

**Transferability:** This workshop is not discipline specific. By its very nature it is cross-institutional, and there is something for everyone to contribute and gain from it, no matter what role you have within Student Education. The session will invite contributors to consider ideas around change more generally and reflect on what has and hasn’t worked well in their own areas. Using the knowledge shared and generated, the facilitators will produce a toolkit after SEC/DigiFest that participants can use to promote culture change in inclusive learning and teaching in their own areas.
**Interactivity:**

Participants will be asked to –

- familiarise themselves with the project resources and background prior to the session to ensure the collaborative elements are maximised
- use [https://app.versoapp.com/](https://app.versoapp.com/) – a tool for collaborative feedback

**Workshop structure** –

- Overview of project and scope of planned initiatives (10mins)
- Why is change hard? How can we make change easier for individuals? Small group discussions (15mins)
- How can we encourage individuals to change and become more inclusive in their approaches – creation of a collaborative toolkit (15mins)
- Individual action planning – what can I do in my role to take this forwards? (10mins)
- Plenary / discussion (10mins)

### 13

**Name:** Cathy Coombs

**Email:** c.e.b.coombs@leeds.ac.uk

**Faculty / Service:** Faculty of Arts, Humanities and Cultures

**Co-author(s):** Stuart McAnulla (POLIS); Ashley Bullard (SSSP); and Sarah Copeland (ODLC)

**Format:** Workshop

**Title:** Interdisciplinary Teaching and Learning – how far does student experience reflect our intentions?

**Description:** This workshop will bring together colleagues involved in designing, and students in the first cohort of, a multi-disciplinary, collaboratively-designed level one module introducing the Discovery Theme *Power and Conflict*. With the workshop audience, we will use the module design as a springboard for discussion of interdisciplinary and blended curriculum design. Producing the module content has been a truly interdisciplinary experience for all those colleagues involved, including academics from nine schools across three faculties. The process has raised many questions about how we effectively translate interdisciplinary design into an interdisciplinary learning experience for the students. The team have collaboratively produced digital learning materials which bridge the different disciplinary backgrounds, but does that make our students interdisciplinary learners? In this workshop, we will seek to explore those questions with our audience: does teaching designed with multiple disciplines involved produce a cohesive experience? Do students simply select themes of greatest interest, or do they make connections across approach and content? Are learners who have crossed disciplines different kinds of thinkers? Students from the module’s first cohort will provide their perspective, allowing for review and future development of this module, in discovery more broadly, and in our audience’s own teaching.

**Feedback / evaluation:** The module has been produced by a large team of academics, working in collaboration with the Digital Learning Team, so questions about disciplinary difference and adaptation in response to feedback have been intrinsic to the design process. The module runs for the first time in semester one of 2017/18 and the design team will be involved, alongside discovery interns, in researching the student experience of it via focus groups and interviews. Initial research findings, alongside a student presence in the workshop, will allow us to bring to the session the first impression of how the module has been received.

**Transferability:** The experience of interdisciplinarity in this module design process has been very extensive, but interdisciplinary teaching and research occurs on different scales throughout the University. This workshop will provide an opportunity to bring together those different experiences and compare methods of communicating interdisciplinarity to the student learning experience. For the module team and audience alike, the session will allow an opportunity to share best practice and discuss approaches which have been less
successful. Together, we can improve current practice, on our module and throughout the university at both module and programme level, for existing teaching and new initiatives.

**Interactivity:** The workshop will open with a brief overview of our own practice, with members of the module design team talking about what we set out to do and how interdisciplinarity is embedded into the design. The central, and most substantial, section of the workshop will be spent in small groups, discussing examples of current practice (at module or programme level) and then feeding back in full group discussion. Finally, we will review success of these strategies and changes for the future, hearing from the students who have taken our module and initial findings from the focus group research.

**Name:** Kate Cater  
Email: k.cater@adm.leeds.ac.uk  
Faculty / Service: Careers  
Co-authors(s): Emma Davey, Karen Shaw (both Careers), plus two current students

**Title:** LeedsforLife – what have you done for me lately?  
**Description:** LeedsforLife is often held up as a practical example of The Partnership. At its heart, it relies on staff and students sharing the responsibility for the quality of personal tutorials. This shared responsibility (or co-creation) works particularly well in some schools, and appears to be practically non-existent in others. The aim of this workshop is to update staff on LeedsforLife across the institution and to find out from participants how they would like to see LeedsforLife develop to support the relationship between personal tutor and tutee. It is a chance for staff to share their experiences of LeedsforLife and to discuss the challenges and barriers to implementing LeedsforLife in their school and highlight what is/isn’t working well.

The workshop will also showcase recent developments to the LeedsforLife website, including a tool for recording and reflecting on skills development and, new for 2017/18, access to a Language Exchange.

**Feedback / evaluation:** Since its launch in 2008, LeedsforLife has evolved almost constantly in response to student and staff feedback. The current iteration is utilised to varying degrees across the University. Students will contribute to the workshop by sharing their experiences of using/not using LeedsforLife to support their personal tutorials. They will present two contrasting pictures of LeedsforLife – a case study from a school that uses the platform and one which doesn’t. Quantitative and qualitative data will be shared and participants will have the opportunity to contribute to the next stage of development of LeedsforLife.

**Transferability:** The workshop will demonstrate how Leeds for Life has been and can be tailored to meet the needs of different schools. Participants will leave with the contacts and information they require to adopt a similar approach in their school, should they wish to.

**Interactivity:**
- Introduction (5mins)  
- A tale of two students: Part 1 (5mins presentation by student)  
- Group activity (10mins)  
- Participants asked to discuss in small groups the barriers and advantages to using LeedsforLife in their school by coming up with responses to the following:
  1) LeedsforLife doesn’t/wouldn’t work in my school because...  
  2) LeedsforLife does/would work in my school because...  
- A tale of two students: Part 2 (5mins presentation by student)  
- Group activity (10mins)  
- Participants break into small groups again to discuss what the things are needed to support personal tutorials in their school  
- Did you know...? (10mins)
- Update on recent developments to LeedsforLife and how it can be tailored to meet the needs of individual faculties / schools.
- Summing-up and action points (5mins)

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<th>Name: Sue Mills</th>
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<td>Email: <a href="mailto:s.e.mills@leeds.ac.uk">s.e.mills@leeds.ac.uk</a></td>
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<td>Faculty / Service: Lifelong Learning</td>
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<td>Co-authors(s): Natalia Gerodetti and Darren Nixon from Leeds Beckett University</td>
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**Title:** Students As Producers – designing games to teach Social Science research methods and ethics

**Description:** In this workshop we explore our experiences of a staff-student collaborative project that sought to design games and learning resources that could be used to 'liven-up' research methods and ethics teaching in the social sciences. Final and second year undergraduate social science students were encouraged to reflect on their own experiences of both research methods teaching and the process of doing primary research, in order to design games resources that would be useful for future cohorts of students. The concept of games was applied twofold in the project: the development of the teaching resources was itself set up in a games format: we based our initial workshops on the style of the BBC’s ‘The Apprentice’ programme in order to come up with ideas for the games resources and to introduce a competitive element into the design process. Two groups of students were given a brief to design a games resource that would ‘liven up’ social science research methods and ethics teaching. Groups then spent an intensive day working on the brief alongside an academic facilitator before pitching their final game concept in a presentation at the end of the day when a winner was announced. In subsequent workshops students worked collaboratively to further develop both games before piloting them on further groups of students prior to production.

The second application of the games concept lay in the development of an actual learning resource to be used in future research methods and ethics teaching. The premise of developing an undergraduate dissertation, its (realistic) design and the potential ethical and methodological problems encountered when doing research underpinned the learning objectives for the games developed. The developed games resources have been introduced into the curriculum to supplement the existing (more traditional) learning and teaching strategies and to add a ‘fun’ element into research methods teaching. Developing a game-based learning approach themselves has thereby increased students’ influence on the design of teaching and learning strategies and helped produce a useful learning resource for future cohorts.

**Feedback / evaluation:** The research methods games have been well received highlighting the benefits of staff-student collaboration in the design and production of game resources, and in particular, the potential for harnessing students’ experiences of teaching and learning through feeding it into curriculum development. The two games that have been developed in the staff-student partnership are currently being used at the University of Leeds, Leeds Beckett University, University of Lausanne, Switzerland, and the University of Valencia, Spain

**Transferability:** As research methods are taught across a variety of disciplines, the games have been adapted and are adaptable across a wide range of disciplines to liven-up research methods teaching.
Interactivity: The workshop would consist of presenting the approach used in developing the games in a staff-student collaboration and presenting an evaluation of their use before demonstrating the use and applicability of the games with those present.

16 Name: Karen Shaw  
Email: k.m.shaw@leeds.ac.uk  
Faculty / Service: Careers  
Co-authors: Steve Carter, Glenys Hastings, two students and Leeds City Council / Employer  
Title: InLeeds – a tale from two cities  
Description: Leeds is one of the fastest growing cities in the UK, but how can it successfully attract and retain talented students to sustain and drive forward its social, cultural and economic development? A student-led project aimed to find out. Developed by student participants of the Leeds to New York Student Leadership programme in 2016, the project linked students from the region’s three universities to address the lack of graduate talent remaining in the city and the region, and to raise awareness of what the city and the region offers in terms of the employment, social and cultural arena.

The aim of this workshop is to share outcomes of this student-employer-SES partnership-approach to developing and delivering a project. It will showcase the first steps taken to retain graduate talent in Leeds and the region. In addition, partners and stakeholders will share their vision and links with the wider City Strategic Plan.

Transferability: The workshop will highlight that students from all disciplines are highly sought after by both local and international employers who have a footprint in the Leeds City Region. Participants will also hear the employer perspective – how they need a talented graduate intake who will bring a range of skills, diversity and approaches to the problems and challenges that they face as businesses. Participants will gain additional insight into the Leeds City Region with a view to being able to signpost / advise students on the range of opportunities available and encourage them to seek these out whether via advertised vacancies or speculatively.

Interactivity:  
- Introduction (5min)  
- A Tale From Two Cities: Lessons from New York to Leeds (15min presentation by two students)  
- Quiz (10 mins)  
- A tale of one city (15min presentation from two employers)  
- Next Steps and Q&A (10 min)

17 Name: Joanne Shiel and Andy Kemp  
Email: j.r.shiel@leeds.ac.uk and a.h.kemp@leeds.ac.uk  
Faculty / Service: Engineering, incl. Computing  
Title: SWJTU-Leeds Joint School – making collaboration work  
Description: The establishment of the SWJTU-Leeds Joint School has meant colleagues from both the University of Leeds and our partner university have had to adapt to new and unfamiliar ways of working. This has provided some excellent opportunities for reflecting on and improving our practice, in terms of adapting our teaching methodology to students’ needs and establishing a shared approach to the planning of the syllabus and the student experience across different modules and disciplines in the same Year 1 programme.
However, some areas of difference in institutional practice and cultural approach emerged which challenged our views and values about student education. While our partner university is keen to follow the Ministry of Education's lead in adopting some 'western' ideas, in practice there has been some conflict: in particular, where independent learning, the role of the teacher, and that of the leader, are concerned. The process of resolving these differences and reaching a working compromise has been very instructive.

**Feedback / evaluation:** Feedback from students and other stakeholders has been positive, and the student-centred nature of the programme has been gratifying. The lessons we have learnt – and the issues we continue to face – have implications for student education, and our practice in Leeds as well as in the Joint School.

**Interactivity:** This session will describe some of the challenges we have faced and the ways we have sought to meet them in terms of modifying our teaching practice and planning modules together. Participants will be invited to discuss their own responses to some of the issues that we have encountered with a view to identifying what they would classify as crucial to working in ‘the Leeds way’, and how they would react if they felt were being compromised.

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**Collaborative Lecture Theatre (CLT) Symposium**

Three ten-minute presentations showcasing how the University's CLTs are being used by colleagues from across campus, followed by joint 15mins Q&A.

Contributions from:

**Name:** Alice Shepherd

**Email:** a.k.shepherd@leeds.ac.uk

**Faculty / Service:** Leeds University Business School

**Title:** ‘What the flip?!’ – teaching in the new collaborative teaching spaces

**Description:** This proposal links to the ‘collaborative learning spaces and technologies’ conference theme. In 2017, I adapted the delivery of a large level 1 LUBS introductory module and lectures took place in one of the newly redesigned collaborative teaching spaces (Mechanical Engineering Lecture Theatre B). The motivations behind this redesign, the semi-flipped classroom approach taken, the integration of technologies (hardware and software) into the course, and the outcomes will be discussed at this session. This session expands on a blog I wrote on my early impressions of the module, which is available at: [http://teachingexcellence.leeds.ac.uk/blog-early-learning-from-collaborative-teaching-spaces/](http://teachingexcellence.leeds.ac.uk/blog-early-learning-from-collaborative-teaching-spaces/)

**Feedback / evaluation:** This session will discuss teaching staff and student feedback on the approach taken on this module, student performance, and plans for the next iteration of the module in 2018. A wider University evaluation of the new teaching spaces is currently being conducted.

**Transferability:** If you are interested in using the redesigned teaching spaces (or adapting your teaching to move to a more interactive approach without using the redesigned spaces) but aren’t sure where to start, this session will provide some ideas of how teaching can be planned and adapted (without the need for a full module redesign) to make use of the hardware and software available and enhance students’ learning experiences. There will also be opportunities for questions and discussion.

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**Name:** Fiona Douglas
Title: To Boldly Go – journeys into the strange new world of the interactive lecture theatre

Description: Collaborative learning spaces – the final frontier? Not quite. Although standing in front of the computer console in one of the new interactive lecture theatres feels a lot like captaining the Starship Enterprise – but without the crew and no “Beam me up, Scotty” escape route if it all goes wrong! The territory and technology are alien; the possibilities they offer both exciting and terrifying. How can we best colonise these learning spaces to open up new worlds to the next generation of students?

Based on experience of teaching two very different modules, this session explores the possibilities presented by teaching in these spaces, whilst addressing the pitfalls and practicalities. How do students react when asked to adopt new learning styles and engage with unfamiliar equipment? Does it depend on the module content or the point in their studies at which we introduce them to collaborative learning? Do these spaces help or complicate teaching, and what do they require of us as lecturers? Do we have to completely ‘flip’ the lecture and perform pedagogic gymnastics to make it work? Or might we mix it up a little and engage in less strenuous – but still effective – exercise of these learning opportunities?

Feedback / evaluation: Students were asked to evaluate the effectiveness of using the new lecture theatres and whether they felt they had enhanced their learning experience. This was done via a combination of face-to-face elicitation of feedback and end-of-module questionnaires. Their responses were largely positive, but they also offered some useful suggestions and critique that we can use to develop these modules (and our teaching) in future years. Staff also reflected on whether these collaborative spaces helped students to become more active and independent learners.

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Title: Using Collaborative Lecture theatres to Enhance the Leeds Curriculum – skills for employability

Description: As employability is a key aspect of the Leeds Curriculum, and as one of the largest pro-rata providers of student placement in the University, we have used the new collaborative lecture theatres to enhance the employability skills of our first year Food Science and Nutrition students. Academic staff and the School’s dedicated employability officer have co-created a programme to embed employability into a core first year module. Rather than traditional delivery of information to students, the use of collaborative technologies has allowed the students to co-create information resources and develop employability skills in an engaging environment. We would like to showcase some of the innovative classroom activities we have developed such as: a quiz for students to research the key organisations related to their subject field; group pre-sessional research on different job roles which the students then presented in the lecture; a Kahoot quiz and group exercise involving research and debate to demonstrate commercial awareness.

Feedback / evaluation: Students positively highlighted the use of the collaborative lecture theatres in general for assisting their learning but in particular employability aspects of the
module were highly favoured in the end-of-module review. For example: “Other than just academic knowledge, this module provided awareness of how other important skills such as scientific writing and applying for jobs are necessary”; “Highlights useful skills and prepares you for job encounters”. At the start of this academic year (2017/18, we will further evaluate the impact these sessions had on the students as they apply for placements.